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ABSTRACT

This collection of five lesson plans in geography can be adapted for use with K-12 students. Each lesson plan explains the lesson and provides basic instructions. The lesson plans are titled: "Teaching Geography Using Literature in K-University Classrooms" (Kay Weller); "Geography and a Mystery Novel" (Kay Weller); "Understanding Latitude and Longitude" (Kay Weller); "Mississippi River Cruise" (Kay Weller); and "Create a Magazine Project" (Nancy Howe-Ford). (BT)

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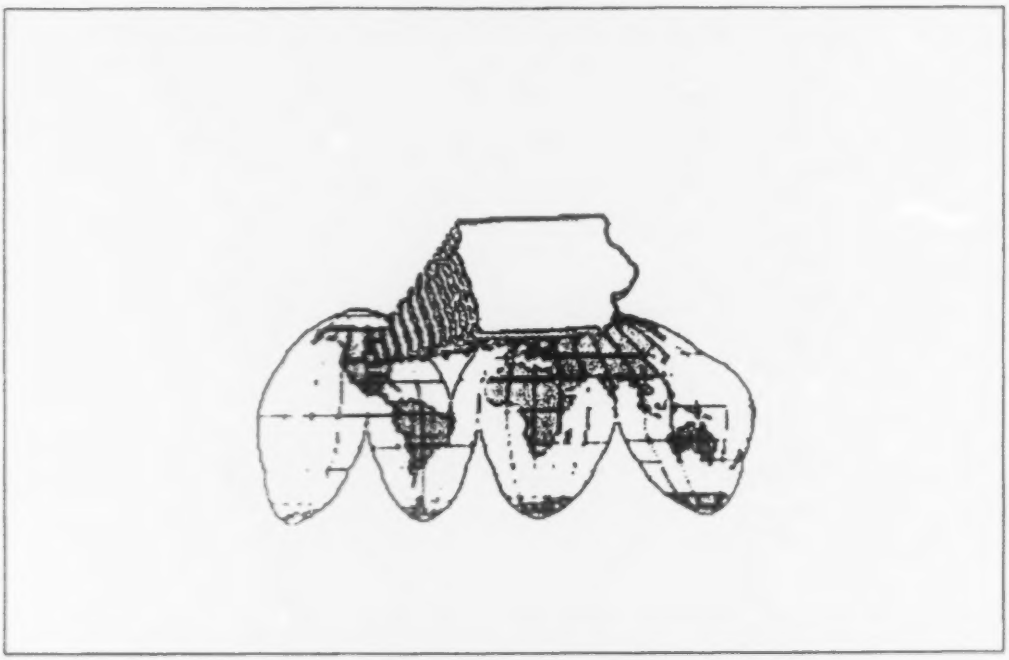

Lesson Plans

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Teaching Geography Using Literature in K-University Classrooms

Dr. Kay Weller

Elementary and Middle School

Book: *Minn of the Mississippi*, *Paddle-to-the-Sea* and *Seabird* for the elementary and middle school students

These books are by Holling Clancy Holling and should be available in most school or public libraries. Because these books are very content laden it is appropriate for these books to be used from grade 4-9. As I re-read these books it was apparent that all levels of students would have much to learn from them. If you are using these books with young children perhaps you will want to read them aloud to your students.

Goal: To learn to read books for geographic content.

Objectives:
Students will:

- read the book and identify the 5 themes of geography in their geography/literature journal making chapter field notes.
- research National Geographic Society magazines and find an article about the region in the book and write a one page comparing information from the NGS article and the book.

Procedures:

1. Assign students the task of generating a geography/literature journal that they will use throughout the school year as they/you read them.

2. Have students read *Minn of the Mississippi, Seabird*, and *Paddle to the Sea* and make journal entries for each chapter identifying and analyzing the five themes of geography. Have the student paraphrase the passages and tell why it is an example of the theme they are writing about based on their analysis. There should be at least 1 example for each chapter.

   Examples:

   a. Land of Ancient Waters (Chapter 1 *Minn of the Mississippi*). Page 8 correlates with national standard 7; bottom paragraph is excellent. It could be paraphrased as follows: Volcanoes turned rock crystals to granite that were ground into soil by millions of rains. Seas came and went for millions of years. There was a period of heat again followed by the ice age. Glaciers plowed through stone crushing mountains leaving boulders,

gravel, sand and dust across the Northland. This passage focuses on movement (glaciers), location, place, and region (Northland). The theme movement refers to the movement of the glaciers. The theme region refers to the Northland or upper Mississippi.

b. Students should illustrate each entry with a picture or preferably a map that depicts one or more of the themes they are writing about. This particular passage could be illustrated with a picture showing a glacier crushing all in its path.

c. Islands In the Seas (Chapter 12 *Seabird*). Page 30 paragraph 3 also correlates with national standard 7; could be paraphrased as follows: The Seabird looked down on palm-fringed atolls of white coral. Coral is formed by pulpy creatures whom have died over many centuries. The black island is formed by a volcano so is different from the coral island. Some islands such as the black one are actually the tops of mountains according to the Whaler. This passage focuses on region (South Pacific region), place volcanic islands that are black and not on the chart so location is a bit uncertain (possibly on the Ring of Fire).

d. Students should illustrate each entry with a picture or preferably a map that depicts one or more of the themes they are writing about. This entry could include a map showing the relative location of the island or a map with islands colored.

e. Paddle Finds One End of Lake Superior (Chapter 11 *Paddle-to-the-Sea*) Paragraph 3 can be paraphrased as follows: Paddle reached the narrow and western end of Lake Superior at Duluth, MN. It is a city built on a hill. Across the river is Superior, Wisconsin, which is on a flat plain. Lumber is a major product being shipped out of the port. Another natural resource being shipped from there is iron ore. This entry focuses on movement of natural resources and location (relative). It relative location because Duluth and Superior are relative to each other and Lake Superior.

f. Students should illustrate each entry with a picture or preferably a map that depicts one or more of the themes they are writing about. For this entry a map of Lake Superior would be appropriate showing the location of Duluth and Superior. Perhaps drawing a map from memory would be useful.

3. Have students research using the National Geographic Society magazines or CDs and find an article about the same region or topic of the book. The student will then write a one page paper comparing and contrasting the article and the book.

Assessment: Journal, comparison paper and illustrations or maps.

Fiction, Geography, and Migration for the High School or University Level Student

Book: Steinbeck's *Grapes of Wrath*

Objective:

Students will:

- read the book citing specific examples of the role of geography in the story in geography field notes.

Goal: To read fiction for geography content.

Procedures:

1. Assign students to read Grapes of Wrath and write geography field notes from the book. There will be a minimum of one entry per chapter. This would depend on the instructor and the book being used.
2. Make notes throughout the reading that must be typed and turned in. These notes must address the following: push/pull factors of migration, climate, economic geography, physiographic features, sense of place the characters had toward their place of origin and place of destination, human characteristics of place of origin and destination, movement, human environmental interaction.
3. Have a Socratic seminar to discuss the geography and issues in the book.

Criteria for Grapes of Wrath

- Pick out pithy passages from the book and make field notes. The field notes are to reflect higher order thinking and are NOT to be simply copied phrases. Instead look for passages that develop a sense of place, ones where the script deals with human environmental relationships, region, and those dealing with migration/movement. Your field notes should reflect how geography affects the landscape, the characters, and develops the story line.

Use the following format:

Put your name and ID # at the top of each page and type notes or use a separate small notebook and hand write the notes.

04-24-00-01 (this is the first hypothetical entry). Give a short summary of what is happening and its relationship to geography.

Chapter 1: Steinbeck creates a great sense of place in chapter one where he describes Oklahoma. He tells how the window lights could not reach beyond the yard because of dust in the air. He further explains how houses that are closed tight and even protected by

clothes wedged around doors and windows that dust could still be seen in the air. He describes how it settled like pollen on furniture and dishes. The description gives a sense of hopelessness to the task of keeping dust out of the houses. The relationship to geography is clearly a sense of place but also gives an apt account of an arid climate.

04-24-00-02 (this is the second hypothetical entry). Give a short summary of what is happening and its relationship to geography.

Chapter 20: In this passage the camp where they stopped was described. The camp is simply a collection of tents and shacks. The shacks are made of roofing paper, moldy carpet, and rusty corrugated iron. They stop by a steep incline giving the reader the idea this might be a place where there were gullies caused from water erosion. The sense of place again is one of very poor economic conditions with little housing available. The migrants are being forced to live in unsanitary and what we today would consider 3rd world conditions.

Continue with these until the end of the book. You may have many one day and few another but you must have a minimum of one per chapter.

Assessment: field notes

GEOGRAPHY AND A MYSTERY NOVEL

by Dr. Kay E. Weller, GAI Coordinator

Objective:

Student will:

- write the beginning pages of a mystery novel set somewhere in Canada.

Procedure:

1. The exact place in Canada chosen for the setting is up to the student.

2. The student will then write approximately 3 to 4 opening pages for their novel. These pages should describe the geography of the area. Some of the things that may be included are natural resources, landscape, climate, vegetation, ethnic diversity, indigenous people, issues, industry, or agriculture.

Assessment: The students are encouraged to be creative, but base their novel on real physical and human characteristics.

UNDERSTANDING LATITUDE AND LONGITUDE

by Dr. Kay E. Weller, GAI Coordinator

Before class, the teacher has chosen cities from around the world and puts their names on slips of paper in a basket. The cities chosen should be from a variety of geographical locations.

Procedures:

1. The students will draw a city from the basket and look up the absolute location of that city.
2. Then the student will use an atlas to learn something about that city (climate, vegetation, relative location, etc.).
3. The student's task is to find another place in the world that has similar characteristics. This can be presented in a paper or as an oral presentation.

MISSISSIPPI RIVER CRUISE

by Dr. Kay E. Weller, GAI Coordinator

Start class by telling your students that this is their lucky day and they have won a 10 day cruise at the port of New Orleans and cruise up the Mississippi River to the port of St. Louis. The Delta Queen is a paddle boat that travels at about 6 miles per hour. This gives the passengers an opportunity to savor the region.

The assignment is to keep a diary to share with your class when you return home.

- Describe the human and physical characteristics you experience as you make this trip.
- What kind of climates and vegetation do you experience?
- What types of food and architecture do you find along the way?
- Tell from your own view point why the Mississippi is such an important transportation route to the North.

Assessment: Diary

CREATE A MAGAZINE PROJECT

by Nancy Howe-Ford
Hudson Valley Community College, Troy, NY

Goal: The goal for this project is to have groups publish a magazine that focuses on a place in the world such as Quebec, Canada. The magazine should have articles written from several different perspectives, news stories, graphics, and illustrations. At least one article must focus on the future. For example, a hypothesis on what might be the outcome of Quebec's separation for Canada and the U.S. and how it affects them and why it is important.

Procedure:

The students will work in groups of 4-6 people. The scenario is that the groups have just formed a magazine publishing corporation. The group must select a title and assign each member a duty (such as editors, journalists, and graphic artists.) The group will receive the same grade for the project and also submit and receive peer evaluations. The magazine should be done in APA format and on a word processor. The editor in chief only has to do one article for the project.

The magazine should include the following:

- name of magazine
- table of contents
- list of all publication members and their responsibilities
- a minimum of 2 stories per person about the subject of your magazine
- a minimum of 1 fiction story, poem, rap, or work of art per person.
- All articles must have maps that accompany them and charts and tables should be used when appropriate. Use of the internet to access some information is mandatory.
- Each person is also responsible for at least one political cartoon, pertinent advertisement, word search, crossword puzzle, or letter to the editor about the subject.

Some ideas for the magazine could include the caste system in India, homelessness in the United States, water issues in the Middle East or the role of an Islamic woman.